

# Stanborough School Pupil premium strategy statement 2022/3

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Stanborough School
Number of pupils in school	1117
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Merry John Headteacher
Pupil premium lead	Ellen Daplyn Assistant Headteacher
Governor / Trustee lead	Adam Wadley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,730
Recovery premium funding allocation this academic year	£57,132
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£257,862

## Part A: Pupil premium strategy plan

### Statement of intent

At Stanborough we believe that all students should achieve regardless of their economic, social or ethnic background. Our ethos is an inclusive school where high expectations support all students to be successful. We expect all students to experience a wide and varied and ambitious curriculum, including the EBacc at key stage four.

The focus of our pupil premium strategy is to support disadvantaged students to enjoy school, to be part of our community and to make good progress across the curriculum.

We believe that strong relationships with students and their parents is the backbone to positive engagement in school and we have invested heavily in ensuring that we have a strong pastoral team who support students in a range of areas such as attendance, mental health, social and emotional wellbeing, academic progress and transitions.

We also recognise the importance of quality first teaching for all students, and this is a key focus in the strategy with support and training in place to ensure all staff deliver effective lessons and support students to make progress in all subjects using the most recent research and strategies. Our approach is that all staff are responsible for the outcomes of all students, including disadvantaged students, and that strong relationships and strong teaching will support disadvantaged students to make progress.

Moreover, we understand that some students have specific difficulties that have prevented them from making appropriate progress, or have gaps in learning due to the pandemic / other reasons. We therefore have a comprehensive plan of interventions, such as targeted reading support, to help them catch up and ensure all students can access the curriculum in a meaningful way.

Lastly, we understand the importance of creating an inclusive community where students are exposed to a range of sporting and cultural experiences, and we target and track students to ensure all students have the opportunity to take part in our rich extracurricular offer.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The reading fluency and comprehension levels of some disadvantaged students on entrance to the school is lower than their peers. This is partly due to gaps in schooling for students due to the pandemic which has disproportionately affected disadvantaged and SEND students.</p> <p>Testing on intake showed that 19% of Y7 students had poor comprehension accuracy 13% had poor work reading skills. 36 students were also below age related expectations in their KS2 SATS with five students being below 90. Evidence from teachers and from assessments as part of reading interventions also shows that reading comprehension and fluency is low in some students. We also continue to work with Y8 and 9 students who have poor reading fluency and / or comprehension.</p>
2	<p>The numeracy skills of some students, especially those in Year 7 who missed significant teaching time in their primary education, are lower than expected. Nine students in the year group have a KS2 score of less than 90. 25% of Year 7 students did not meet age related expectations in their KS2 maths SATS. Of these students, ten are both pupil premium and SEND.</p>
3	<p>The mental health and well-being of many of our disadvantaged students continues to be a barrier to access to school. This is partly still due to the ongoing issues brought about by the pandemic. This has been noted as part of our transition work with primary schools, and also in the work completed by the attendance team and pastoral team at the school. This is also supported by evidence form the Anna Freud Centre and Young Minds.</p>
4	<p>The attendance of some of our disadvantaged students is lower that their non-disadvantaged counter parts. Attendance for disadvantaged students is, on average, 3.1% lower than non-disadvantaged students at any one time. Missing school on a regular basis is seen to have a negative effect on engagement, progress and a sense of community for students. These findings are backed up by national evidence.</p>
5	<p>Teachers and leaders at the school have noticed through their teaching and work with some disadvantaged students that independent learning and meta-cognition / self-regulation strategies, as seen in some students during lockdown and further developed on return to school, are not as developed. It was noted through teacher feedback and through behaviour analysis that some disadvantaged students lacked effort when work was challenging and did not complete home learning tasks.</p>
6	<p>The gaps in knowledge and vocabulary and understanding of some disadvantaged students is greater than non-disadvantaged students, partly as a result of lost time due to the pandemic. This has resulted in students falling further behind in their subjects. This is backed up by teacher formative assessment in lessons since our return and also national studies e.g. the OECD study into the economic impacts of learning losses.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the experience of disadvantaged students in the classroom by improved teaching and learning for all students across all key stages	Good quality first teaching seen for disadvantaged students in lessons seen through learning walks, book checks, learning talks and student surveys. Improved attainment for disadvantaged students where either the gap narrows and they continue to make progress in line with whole school improvement. We would also aim to see no outliers.
Improved reading comprehension for disadvantaged students in key stage three, especially those who have just transitioned	Testing before and after interventions shows an improvement in reading comprehension, fluency and word recognition. Teacher feedback also demonstrates progress seen through impact forms before and after interventions. Accelerated reader shows improvement in scores for targeted students.
Improved metacognition and self-regulation skills seen in disadvantaged students in all key stages and across all subjects. In particular, a focus on students' ability to revise and study at home.	Learning walks and learning talks show students better able to monitor and regulate their learning. This is also evidenced through improved independent learning seen in homework, coursework and revision completion.
Improved attendance for disadvantaged students	Continue to have high attendance for all students with a focus on high attendance for disadvantaged students and robust systems and support in place for those whose attendance is not good. We would expect to see a narrowing of the gap as interventions for disadvantaged students take effect.
To improve the well-being, self-confidence and engagement of disadvantaged students in school	<p>Student voice and feedback from teachers and support staff shows improved well-being amongst students, in particular those who are disadvantaged.</p> <p>Greater engagement in extra-curricular activities and the wider school life such as Duke of Edinburgh for disadvantaged students</p> <p>Engagement of parents in the life of the school and their children's education through investment in the pastoral team, support through our student and family support workers, use of Class Charts to communicate with parents.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving teaching and learning for all teachers through whole school CPD (CPDopoly / teaching and learning INSET / teaching and learning newsletter etc). The deputy, assistant head and other middle leader have responsibility for implementing and monitoring teaching and learning across the school.	Quality first teaching is seen as the most effective way of supporting all students, and in particular disadvantaged students to make progress. This is evidenced in research such as the EEF Quality First Teaching study and feedback from Essex ( <i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i> )	5,6
Developing metacognition and self-regulation skills in pupils through teacher and student training, providing revision books for Y11 students to support independent learning etc.	Evidence from the EEF shows that metacognition strategies are effective at supporting student progress.	5,6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000 plus tuition costs claimed partly through school led tuition program

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing reading comprehension and fluency in students by training support staff to	Teaching students with poor reading skills to read can give students confidence, improve self-esteem and help students engage with all subjects.	1,5,6

<p>deliver targeted interventions and by increasing the scope of the primary trained teacher to focus on teaching students who can't read.</p> <p>Whole school focus on reading comprehension through tutor time comprehension activities for Y7-8.</p>	<p>EEF Reading Comprehension Strategies and EEF Small Group work evidence of the impact of these.</p>	
<p>Targeted support through additional core lessons for students who need additional support with maths and English.</p> <p>Support for Y11 students taking their GCSEs. This includes using HLTAs to deliver after school small group work and using teachers to tutor on Saturdays.</p>	<p>Small group work is shown to be successful by the EEF. Groups of between five and eight students work with a specialist to develop self confidence in this area.</p> <p>Evidence from the EEF about the impact of one to one tuition. Feedback from schools through the DFE about the impact of the National Tutoring Program.</p>	6

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £195,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Supporting the well-being and mental health of students, in particular disadvantaged students, so they can engage with school positively.</p> <p>Training student support workers and support workers in a range of mental health and resilience strategies so these can be used with targeted students.</p>	<p>Evidence from a range of sources such as surveys and research on young people completed by Young Minds and the Anna Freud Centre shows the negative impact the pandemic had on many young people.</p>	3
<p>Improving attendance through rigorous monitoring of</p>	<p>The approach has been discussed with our local attendance improvement officer and is informed by the DFE</p>	4

attendance and targeted support and intervention for those with poor attendance. Training for key school staff on recognising key indicators for future poor attendance.	Improving School Attendance document.	
Supporting the behaviour of a small number of students, mainly disadvantaged, who struggle to self-regulate in school.	The EEF shows that behaviour interventions have some impact. The DFE report on Behaviour in Schools also shows the importance of whole school and individual roles in improving behaviour in schools.	3
Developing and investing in our pastoral and SEND teams to ensure students' individual needs, background and social and emotional well-being is understood and supported. Training for key staff in mental health, signposting etc.	Based on our experiences we have identified that focused work with students and parents by staff who they trust and who are easily accessible supports parental and student engagement and outcomes. Case studies from previous years supports the impact this work has had.	3
Focus on supporting parents to engage with school by investing in an experienced and dedicated pastoral team which includes year leaders, deputy year leaders, an attendance officer, year leader support officer, student support workers, a family support worker and school counsellor.	EEF evidence suggests engaging parents can have a high impact on student progress.	

**Total budgeted cost: £290,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our disadvantaged students were still affected by the lasting affects of the pandemic with some students struggling to access school due to significant mental health issues. We put in place a range of support for these students such as paying invigilators to invigilate exams at home for one student so she could access her exams. We kept students in school throughout the exam period offering study in school and this was a positive intervention, especially for our disadvantaged students as they were able to access quality revision resources and teaching. We saw an improvement in the progress 8 of all students this year with the P8 score of disadvantaged students going from -0.93 in 2019 to -0.35 in 2022. The A8 score also improved for disadvantaged students with a A8 score in 2019 of 37.29 whereas in 2022 it was 39.02. Although the gap did not close we were pleased with the improvements made by this group of students. The increased focus and interventions for these students as well as the focus on quality first teaching in the last four years impacted the progress of these students.

Analysis of attendance data shows that there was still a gap between disadvantaged students and non-disadvantaged students. We still have a small number of students whose attendance is impacted by covid and they have not fully returned to school due to ongoing mental health issues. We utilise a variety of strategies such as invites into school, support from our student support workers, reintegration timetables, support in our inclusion base and signposting to outside agencies such as ESMA / CAMHs etc.

The well-being and mental health of a number of students continues to prove problematic in getting them into school and engaging in lessons. We have a lot of support in place and case studies show that for some students there have been significant improvements due to the ongoing work of staff in school alongside outside agencies.

Pupil behaviour, in particular that of disadvantaged students, was generally good and we didn't see a rise in internal or external exclusions compared to previous years. We used our funding to support students with our student support worker and life coach, our school counsellor, family support workers (for which we are the hub school), additional learning support assistants and our inclusion base where students can work if they are unable to work in lessons. Our weekly student welfare meetings evidence the work we do with each child and their family and the outcomes of these. Where positive outcomes are not reached we constantly strive to reach out to other agencies and put other support in place to ensure students get the best possible support.

We used the National Tuition Program for a small handful of disadvantaged students over the summer term. This was less successful as some students struggled to engage online and we struggled to manage this outside of school time when students cancelled sessions. We have therefore chosen a different approach this year by employing teachers to deliver tuition on a Saturday so we can better quality assure the provision and ensure students attend. We also feel face to face tuition is more effective than online.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

### Additional Activity:

In addition to the specific strategies previously discussed, we also support disadvantaged students through:

- Raising aspirations groups and attendance groups run by deputy year leaders help to focus targeted students on careers, well-being, study skills, the importance of attendance etc and also help to forge positive relationships between staff and some more vulnerable students
- Offering a wide range of extracurricular activities and targeting disadvantaged students, e.g. the Duke of Edinburgh scheme, our house system which encourages students to take part in drama, music and sport in a community way etc.
- Our SEND provision for the students who are both SEND and disadvantaged, many of whom we recognise have significant need, is supported by a large SEND team that have specific focuses e.g. SEMH, Autism etc. We also run a nurture base for our vulnerable students who transition to us with significant nurture needs. We have funded a SEND review to look at how we can improve the provision for our students. In addition our SEND review days help to engage parents and support them to understand the needs of their children and how we can work together to support students.
- We also have 16 disadvantaged students who are also taking part in an externally funded programme with a mentor who supports with aspirational post 16 studies, they will have this mentor until the end of Y12 no matter what post 16 choices are made. This is designed to ensure that these students engage into post 16 choices that are both desirable as well as aspirational for them and involves employment visits to support in ensuring they make the correct decisions for their future career aspirations.
- We were fortunate to secure funding from The University of Hertfordshire for six of our Year 9 students and six of our Year 10 students to join the Scholars Programme, run by The Brilliant Club. Students were selected by their Year Leaders as students who had the ability but possibly not the awareness or motivation, to aspire for highly competitive university places. These students are mostly Pupil Premium students or students who have no prior experience of their parents/carers attending university.
- All 12 Y9 and Y10 students who were part of the Scholars Programme successfully handed in their assignments. They were marked and graded, with all achieving at least a 2:2 and with 2 students achieving a 1<sup>st</sup>. They also visited Jesus College Oxford for their graduation event, which comprised a tour of the college and the presentation of their certificates, along with a Q&A session.